Technology Standards 2012 Implementation Rubrics

The Utah State Board of Education created Technology Standards 2012 to guide policymakers and educators in preparing_all students to be college and career ready. With these standards, each student has constant access to technology, and assistive technology as needed, as part of the general curriculum. These rubrics help schools evaluate technology standards implementation.

Access to Technology

Student Access to Technology

0	1	2	3
computer/tablet/	computer/tablet/	computer/tablet/	The ratio of computer/tablet/ handheld device to student is 1:1.
handheld device to	handheld device to	handheld device to	

Classroom Technology

0	1	2	3
rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are	rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are physically located for	rooms have digital display devices (projector, flat panel TV, etc.), audio amplification systems and support devices such as webcams, document cameras, scanners, printers, etc. available for instruction and are	(1)

Digital Learning Resources

0	1	2	3
Students do not have	Some students have	Most students have	All students have
routine access to digital	routine access to digital	routine access to digital	routine access to digital
learning resources (e.g.,	learning resources (e.g.,	learning resources (e.g.,	learning resources (e.g.,
books, applications,	books, applications,	books, applications,	books, applications,
simulations, web tools,	simulations, web tools,	simulations, web tools,	simulations, web tools,
etc.) which are age	etc.) which are age	etc.) which are age	etc.) which are age
appropriate, Section 508			
of the Rehabilitation Act	of the Rehabilitation Act		
compliant with	compliant with	compliant with	Rehabilitation Act
Universal Design for	Universal Design for	Universal Design for	compliant with
Learning (UDL)	Learning (UDL)		Universal Design for
considerations.	considerations.	considerations.	Learning (UDL)
			considerations.

Digital Content Repositories

0	1	2	3
content repositories supported by the USOE and UEN.	students are aware of and occasionally using online content repositories supported	students are aware of and frequently using online content repositories supported	All teachers and students are consistently using online content repositories supported by the USOE and UEN.

Wide Area Network

0	1	2	3
Networks (WAN) capacity and management between schools, LEAs, and state resources is	resources needs improvement to support	(WAN) capacity and management between schools, LEAs, and state resources is adequate to support administrators,	Wide Area Networks (WAN) capacity, management, and redundancy between schools, LEAs, and state resources is robust for all users.

Local Area Network

0	1	2	3
Local Area Network (LAN) is not available .	Local Area Network	and students have a robust Local Area Network (LAN) in instructional rooms for accessing technology-based learning resources.	

System Interoperability

0	1	2	3
System	Data structures are somewhat customizable - incorporating national standards such as the	Data structures are mostly customizable - incorporating national standards such as the Common Educational Data Standards (CEDS).	Data structures are fully customizable - incorporating national standards such as the
	the following: - Incorporating data exchange standards to minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for reporting employing secure and industry standard databases providing, where possible, access to services from mobile and other	capable of the following: - Incorporating data exchange standards to minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for reporting employing secure and industry standard databases providing, where possible, access to services	of the following: - Incorporating data exchange standards to minimize redundant data, accounts, and duplicate data entry to produce reports or data extracts for reporting employing secure and industry standard databases providing, where

Professional Learning

Professional Learning Activities

0	1	2	3
Professional learning activities do not include relevant	activities occasionally	activities frequently	Professional learning activities consistently include relevant technology
technology skill sets to support teaching and learning	technology skill sets to support teaching and	technology skill sets to	skill sets to support teaching and learning standards.
standards.		G	Activities are supported by coaching and technology-supported collaboration .

Professional Learning - Administrators

0	1	2	3
Administrators meet	Administrators meet	Administrators meet	Administrators exceed
few technology-related	some technology-	technology-related Utah	technology-related Utah
Utah Educational	related Utah	Educational Leadership	Educational Leadership
Leadership Standards	Educational Leadership	Standards and support	Standards and support
and rarely support	Standards and support	teachers in meeting the	teachers in exceeding the
teachers in meeting the	teachers in meeting	technology-related Utah	technology-related Utah
technology-related	some of the technology-	Effective Teacher	Effective Teacher
Utah Effective Teacher	related Utah Effective	Standards.	Standards.
Standards.	Teacher Standards.		
		Administrators	Administrators are
Administrators do not	Administrators	recognize and support	expert in recognizing
monitor technology	recognize technology	effective technology use	and supporting excellent
use in the classroom	use in the classroom	in the classroom and	technology use in the
	and occasionally	frequently provide	classroom and
scheduled professional	provide scheduled	scheduled professional	consistently provide
	professional learning	learning activities	scheduled professional
O .	activities designed to	designed to increase	learning activities
technology use in the		teacher technology	designed to increase
classroom.	in the classroom to	competencies.	teacher technology
	support learning.		competencies.
Administrators are		Administrators support	
aware of technology	Administrators support		Administrators model
accountability policies	school accountability	policies including	and support school
including acceptable-	policies including	acceptable-use	accountability policies
use behaviors.	acceptable-use	behaviors and digital	including acceptable-use
	behaviors.	citizenship for all	behaviors and digital
		students.	citizenship for all
			students.

Professional Learning - Teachers

0	1	2	3
Teachers rarely use technology to support learning, standardsmastery, and to report student progress. Teachers do not have students to utilize technology skills, and do not supervise technology use.	technology to support learning, standards-mastery, and to report student progress. Teachers occasionally have	technology to support	Teachers consistently use technology and are fluent, creative, and innovative using technology to support all students' mastery of the standards and to report student progress. Teachers are highly skilled and consistently have students utilize technology skills, consistently supervise students for appropriate use, and easily remediate student technology deficits.

Professional Learning - Students

0	1	2	3
Teachers have no	Teachers have some	Teachers have	Teachers have
knowledge of student	knowledge of student	adequate knowledge of	exemplary knowledge
technology standards	technology standards	student technology	of student technology
(core curriculum) and	(core curriculum) and	standards (core	standards (core
make no attempt to	make occasional	curriculum) and make	curriculum) and
integrate these	attempts to integrate	frequent attempts to	consistently integrate
standards into teaching	these standards into	integrate these	these standards into
and learning activities.	teaching and learning	standards into teaching	teaching and learning
	activities.	and learning activities.	activities.
		-	

Professional Learning - Parents

0	1	2	3
essentially provide no student data, instructional support, and parent communication channels via technology.	occasionally provide student data, instructional support, and parent communication	frequently provide relevant student data, instructional support, and parent communication channels via technology.	School and teachers consistently provide timely and relevant student data, instructional support, and parent communication channels via technology.

Technical Support

Policies, Procedures and Service Level Expectations

0	1	2	3
	School/LEA technology policies, procedures and service level expectations are	School/LEA policies,	School/LEA policies, procedures and service level expectations are established for all of the following: - Technology acquisitions - Downtime and repair standards - Periodic maintenance and updates of hardware, software and network systems - Qualified support personnel maintaining systems and devices - Hardware, technical resources and software replacement and/or upgrades via planned schedules - Robust access to classroom curriculum resources
	schedules - Robust access to	- Robust access to classroom curriculum	- Robust access to classroom curriculum

Network Management

0	1	2	3
to assure robust bandwidth and network connections for timely and reliable	manages its networks to assure robust bandwidth and network connections for timely and reliable student and	to assure robust bandwidth and network connections for timely and reliable student and educator access.	exemplary management of its networks to assure robust bandwidth and network connections for

Network Filtering

0	1	2	3
are not filtered.	to restrict exposure to	School network is filtered to restrict exposure to inappropriate content, is Children Internet Protection Act (CIPA) compliant, and usually provides access to useful instructional tools and resources.	Protection Act (CIPA)
			resources.

Technology Planning

0	1	2	3
policy and strategic	minimally planned or executed to meet LEA/ school policy and strategic learning	adequately planned and executed to meet LEA/ school policy and strategic learning	Technology use is continuously planned and executed to meet LEA/ school policy and strategic learning objectives.

Data Collection and Management

0	1	2	3
LEA/school does not have an organized	LEA/school needs improvement to collect	LEA/school adequately collects	LEA/school continuously collects
system to adequately collect and manage data.	and manage data to: - Support data-driven decisions at the classroom, school, LEA, and state levels Successfully manage daily instructional and other school programs and services Comply with local, state and federal reporting	and manages data to: - Support data-driven decisions at the classroom, school, LEA, and state levels Successfully manage daily instructional and other school programs and services.	and manages data to: - Support data-driven decisions at the classroom, school, LEA, and state levels Successfully manage daily instructional and other school programs and services Comply with local, state and federal reporting mandates (e.g., FERPA, GRAMA, etc.).